



Consilium  
Evolve

*Enriching Lives, Inspiring Ambitions*

# RECRUITMENT PACK

Pathway Lead Teacher for  
Language, Communication and Arts  
(with English as a specialism)



Consilium  
Academies

*Enriching Lives, Inspiring Ambitions*

# Welcome from the CEO

Dear Candidate,

Thank you for your interest in the position of Pathway Lead Teacher for Language, Communication and Arts at Consilium Academies.

At Consilium, we believe in enriching lives and inspiring ambitions through:

- Partnerships
- Opportunity
- Integrity
- Excellence
- Equity
- Being people-centred

We believe in the unique value of each individual – whether that be staff or student – and are dedicated to ensuring each member of our Trust achieves their full potential. As a result of this, we work collaboratively with our stakeholders and external organisations to foster relationships that will enhance opportunities for all our members across the Trust.

At Consilium we're people centred, and want everyone in our Trust, whether teaching or support staff to have access to exceptional professional development. that's why we created our Centre for Professional Learning, which is available for every single colleague across the Trust. here, our colleagues have access to bespoke training opportunities and resources tailored specifically for their needs.

We believe every student, no matter their background, is entitled to an excellent education with an equal opportunity to fulfil their potential. It is only through this vision that we can provide an environment where every pupil can thrive.

As part of our MAT, our Academies follow the collective aims of:

- Ensure everything we do has a focus on helping pupils achieve their potential academically, socially, and emotionally
- Instil a passion for life-long learning and continued improvement so our Academies, staff, and students can grasp their aspirations and ambitions
- Create a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed
- Ensure all stakeholders are seen as partners in our work with the communities we serve

Consilium Academies is going through a huge period of development with rapid growth and opportunities for all staff; I can't think of a better time to join us.



David Clayton  
Chief Executive of Consilium Academies.

# Welcome from Headteacher

Welcome to Consilium Evolve.

As Headteacher of Consilium Evolve, it gives me the great privilege and pleasure of welcoming you to our school.

Consilium Evolve is a specialist Alternative Provision Academy which caters for secondary age students who experience emotionally based school avoidance. But our academy is so much more than that. We nurture each student to encourage them to take their place in the world, whatever that might be, despite any barriers they have encountered.

We want Evolve to be a physically and emotionally safe and secure place for our students, so that they feel able to improve their previous school attendance. Our curriculum is delivered in a way that encourages students to be brave and creative in their learning and achieve well. Our academy is a calm and supportive environment underpinned by strong and respectful relationships between staff, students, and their families.

**Mr R Bell**

Headteacher



## About the Academy

Consilium Evolve is an Alternative Provision Academy which caters for secondary age students who experience emotionally based school avoidance. As such, we focus on the wellbeing of our students which then allows them to achieve.

### A Culture of Excellence.

Our school builds a cultures of respect, responsibility, courage, and kindness, where students and adults are committed to the quality of their craft and are brave in new challenges.

All members of our community ensure that each student is *known* and *cared* for, student leadership is nurtured, and contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.

### Classroom Lens

Our classrooms are alive with *discovery, inquiry, critical thinking, problem solving*, and *collaboration*. Teachers talk less. Students talk (and think) more. Lessons have an explicit purpose, guided by learning targets for which students take ownership and responsibility, to bring out the best in them.

Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous, project-based learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals, contributing high-quality work to authentic audiences beyond the classroom.

### Show up and Be Seen,

At a very basic level we are built for love and belonging, human connection and learning. It is our job as practitioners to ensure our 'Lens' is truly focused on how our practices meet the needs our community. By bringing our best self (showing up), as practitioners, we will work rigorously to understand the mechanisms necessary to allow our students to thrive. Our students will learn to 'Be Seen', developing personal confidence, and the ability to take autonomy over their future steps.

### Our Leadership

Leadership in our school goes beyond a single person or team; it's a role and expectation for all.

Leaders build a cohesive school vision focused on student achievement and continuous improvement. They align all school activities with that vision. Leaders use data wisely, boldly shaping school structures to best meet student needs, celebrate joy in learning, and build a school-wide culture of trust and collaboration.

At Consilium Evolve we are ambitious for all our students and staff, and we look forward to welcoming you to our school.

# About the Trust

## The Consilium Mission

*"Enriching Lives, Inspiring Ambitions"*

We are proud to be Consilium Academies, a Trust that believes in the unique value of each individual. Our vision, actions, and purpose are guided by this principle and a dedication to do all we can for the communities we serve.

We never put a ceiling on potential. Instead, we work with our Academies to provide high-quality education that is truly inclusive, giving every student the same opportunities to develop the skills and knowledge they need to thrive in life beyond the classroom.

We are committed to enriching the lives of all those involved in our Trust through an ambitious, student-centred approach to education.

Consilium Academies is a Multi-Academy Trust consisting of nine schools based across three hubs in Salford, South Yorkshire, and the North East of England.

We believe in inclusivity, both in the schools and communities we serve and are committed to working with our Academies to ensure our ethos is realised on a daily basis.

- The lives of our young people should be enriched by care, experience, and opportunity. This is achieved by;
- helping children and young people to succeed to their potential academically, socially, and emotionally;
- instilling a passion for lifelong love of learning and continued improvement so that our academies, staff, and students achieve their aspirations and ambitions;
- creating a family of academies that are inclusive and embrace diversity, where all members of the community feel supported, inspired, and empowered to succeed;
- ensuring all stakeholders are seen as partners in our work within the communities we serve.

The Trust operates a Central Team led by our Chief Executive, David Clayton. The team provide direct services to our schools as well as Trust-level accountability, leadership, and management. We operate a strong partnership model and our partner schools are instrumental in the continual growth and development of our Trust. We work with our schools in a supportive way that does not detract from the individual identity of a school, instead allows them to grow and focus on student achievement and success.

## WE ARE PROUD TO OFFER THE FOLLOWING STAFF BENEFITS:

- Pension with the Local Government Pension Scheme and Teachers Pension Scheme
- 33 days annual leave plus bank holidays for all support staff (pro-rated for part-time employees)
- 36 hour working week for all full-time support staff
- Automatic pay progression for all staff in line with their current grading structure
- Enhanced contractual sick pay in line with the Burgundy Book and Green Book
- Employee Assistance Program with access to counselling and CBT 24 hours a day, 7 days a week
- Access to an Occupational Health Provider
- Free membership to Perkbox. with hundreds of exclusive offers and discounts available online and in store at many shops, gyms, and restaurants
- An excellent Centre for Professional Learning for every member of staff; to help you perform as well as you can in your role, provide you with a sense of wellbeing at work and to help you reach your career aspirations

# Centre for Professional Learning

The core driving force behind the Consilium Centre for Professional Learning is a desire to provide students with the best possible education, and the belief this can only be achieved if every colleague, regardless of role or career stage, has access to the high-quality professional development they deserve.

Every colleague, whether teaching or support staff, will be supported and developed through the professional development review process, which replaces traditional forms of performance management.

The professional development review process is focussed on the aspirations of the individual, ensuring that every colleague receives the support and development they deserve to achieve their own aspirations for their careers.

We believe our team of support staff are vital to ensure our schools are well-resourced, safe, compliant, and work as well as they can for the benefit of our students. In addition to the professional development review process, we commission and fund industry-standard qualifications for colleagues in support roles and are also able to support and fund teaching assistants, higher-level teaching assistants, and colleagues in student-facing pastoral and safeguarding roles, to qualify as teachers should they wish.

The Centre for Professional Learning works with and supports in-school leads for professional development to craft the best and most appropriate whole-school offers for their colleagues. We don't impose a central 'curriculum' for professional development, because the needs and priorities of each school are different.

However, we want to support each school to give due focus to whole-school priorities, with departmental training, middle leader training, and one-to-one development and coaching supporting fewer, more in-depth, whole-school messages.

All teaching staff will receive the following 'universal' offer from their school:

- Regular whole-school training, driven by the school's priorities and the in-school professional development lead, with support from the Centre for Professional Learning. This will be designed with the context of the school in mind with subject-specific and individualised training to suit the career stage and expertise of specific teachers. Regular subject-specific training within subject teams. This will draw on the whole-school training and ensure it is considered through the lens of applicability to specific subjects, year groups, and classes.
- Regular teacher-specific training. This will be owned and run by in-school teams, and may take the form of 1-to-1 instructional coaching or teacher learning communities, and is supported by the Centre for Professional Learning.
- Access to the relevant subject and other networks across the Trust, according to their role within school

In addition to this 'universal' offer, all colleagues across the Trust, whether teaching or support staff, have access to bespoke programmes of CPD matched to their own aspirations for their career. We partner with external organisations to enhance our offer to staff, and will support staff with recognised qualifications where appropriate. We are keen to work with a range of partners who use the best available evidence to design rigorous professional development.

All Early Career Teachers (those in their Newly Qualified or Recently Qualified years) at Consilium Academies receive regular support from a mentor, regular instructional coaching, and regular training alongside their NQT or RQT cohort both within their school and across the Trust, with the opportunity to develop relationships with their peers across the Trust as part of our Early Career Teacher Networks.

We believe offering colleagues a strong induction to the teaching profession is of vital importance. We want to set our colleagues up for a long and successful career in education, and help them to provide the best experience possible for our students.

# About the Role

**Job Title:** Pathway Lead Teacher for Language, Communication and Arts (with English as a specialism)

**Start date:** October 2022

**Hours:** Full time

**Contract:** Permanent

**Salary:** L1-L5 of the Leadership pay scale

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Consilium Evolve is a specialist Alternative Provision Academy which caters for secondary age students who experience emotionally based school avoidance. Our students are referred to us through the Vulnerable Pupils' Panel and will have attendance of below 50% and be an active case with the CAMHS team.

But our academy offers so much more than that. We nurture each student to encourage them to take their place in the world, whatever that might be, despite any barriers they have encountered.

The role of a Pathway Lead teacher is crucial to developing our ambitious and creative curriculum offer and pedagogical approach. As we continue to develop you will also have the opportunity to lead other staff in those areas.

As Pathway Lead you will lead on developing a cluster of subject areas relevant to your Pathway, to offer breadth and depth to students' learning. You will have responsibility for student progress within your Pathway, and for creating Learning Expeditions for the Pathway.

We are looking for someone who has English as a specialism and determined to impart knowledge, skills and understanding to all our young people, whilst exciting and engaging them in their learning.

Our approach to curriculum makes standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous, project-based learning expeditions, case studies, projects, fieldwork, and service-learning inspire students to think and work as professionals, contributing high-quality work to authentic audiences beyond the classroom.

We are at the start of our journey as an Academy so you would be joining us at a very exciting and innovative time.

The successful candidate will present the best possible example of professional standards to colleagues.

To apply please download and complete the attached application form. Please note we do not accept CV's. We ask that all completed application forms are sent to [HR@consilium-at.com](mailto:HR@consilium-at.com)

Please ensure that within your application you provide the names, addresses, and contact details for two referees, one of whom should be your current or most recent employer.

**The closing date for applications is 12pm on 27th June 2022.**

**Interviews will take place on a date to be agreed.**

**Visits to the Academy are available upon request. Please contact Rob on 07714733536.**

Consilium Academies is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Appointments are made subject to an Enhanced DBS Check, and where applicable, a prohibition from teaching check will be completed for all applicants. The Trust is an equal opportunity employer. We celebrate diversity and are committed to creating an inclusive environment for all employees.



## Job Description

Job Title:	Pathway Lead Teacher for Language, Communication and Arts (with English as a specialism)
Reports to:	Headteacher
Based at:	Consilium Evolve
Grade:	Leadership 1-5

### Main purpose of the Role

The Pathway Lead will lead a cluster of subject specialisms to ensure outstanding outcomes for students. This will include leading on:

- the Quality of Education for the Pathway;
- behaviour and safety and ensuring that the social and emotional aspects of learning in your subject are developed.
- Developing the staff working within the Pathway

### Core Responsibilities & Tasks

#### Quality first teaching

- To carry out the professional duties as described in the School Teachers Pay and Conditions Document:
- To teach students according to their educational needs, including the setting and marking of work to be carried out by students in school and elsewhere.
- To plan their teaching to achieve maximum progression in pupils' learning
- To assess records and reports on the attendance, progress, development and attainment of students, and produce such records as are required.
- To provide and/or contribute to oral and written assessments, reports and references relating to individual students and groups of students.
- To use a variety of teaching methods, including ICT, which sustain the momentum of pupils' work and keep all pupils engaged
- To use a variety of delivery methods, which will stimulate learning appropriate to student needs and demands of the syllabus.
- To provide a positive, conducive and safe learning environment, encouraging high standards in punctuality, presentation or work and relationships.
- To set high expectations for pupils' behaviour/communication, establishing and maintaining a good standard of discipline through well focused teaching and through the development of positive and productive relationships
- To undertake assessment of students as requested by external examination bodies, departmental and school procedures.
- To mark, grade and give written, verbal and diagnostic feedback as required following school policies to maximise pupils' progress.
- To evaluate their own teaching critically and to use this to improve their effectiveness

#### Leadership

- Demonstrate the highest quality of teaching, learning and assessment through own practice.

- Working with the Headteacher to develop the shared vision and strategic plan for the specific areas of responsibility.
- Write and implement coherent action plans around their area of responsibility.
- Sustain a current knowledge of developments in strategy, thinking and practice in their key areas.
- Maintain documents which track and evaluate student progress.
- To lead on the Consilium Evolve Academy Progress Cycle in the Pathway.
- To develop and review syllabuses, resources, schemes of work, marking policies, assessment and teaching and learning strategies in the department.
- To oversee day-to-day management, control and operation of course provision within the Pathway, including effective deployment of staff and physical resources.
- To performance manage the Pathway teachers.
- To lead on the self-assessment of the Pathway Team.

### Students and staff

- Work with the leadership team and staff to ensure the successful implementation of the school development strategy.
- Be a visible presence around the Academy promoting positive behaviour and ensuring the smooth running of the academy day.
- Demonstrate consistently good/ outstanding teaching and coach teachers within the area to engender best practice.
- Line manage the Pathway teachers providing them with support and challenge to instil a strong sense of accountability.
- Demand ambitious standards for Consilium Evolve Academy students to positively improve their life chances.
- Model creativity, integrity and resilience, with a mindful view of his/ her own wellbeing and that of those around them.
- Quality Assure the Quality of Education within the Pathway with other Pathway Leads.
- Be aware of and comply with policies and procedures relating to safeguarding, child protection, health, safety and security, confidentiality and data protection, reporting all concerns to an appropriate person.
- To ensure that the SEMH offer across the Pathway is effective in supporting students to achieve well.
- To ensure SMSC and British Values are embedded, tracked and analysed throughout all aspects of the Pathway curriculum

### Systems and Process

- Work with the Headteacher and other Pathway Leads to implement well considered, efficient and effective systems and processes within the Pathway Team.
- Take on specific leadership and management tasks related to the day to day running of the Pathway Team.
- Undertake administration and organisation of the Pathway as requested by the Headteacher.
- Act as Education Visits Coordinator for the Pathway in conjunction with the allocated member of Evolve staff.
- Any additional tasks by agreement with the line manager which are commensurate with the responsibilities and remuneration for this post.

### Leading School Development

- Inspire, challenge, motivate and empower others to attain ambitious outcomes.
- Drive standards and expectations across the Pathway to maximise student attainment by ensuring all teachers are planning to secure accelerated learning

- Have a strategic overview of and be accountable for progression within the teaching groups, subjects and key stages across the Pathway
- Lead the Pathway analysis of progress data through the progress cycle.
- Lead the development of appropriate assessment recording and reporting procedures in line with whole academy policy; assessing against targets to ensure rigour and accountability of student progress at all levels
- Ensure accurate examination entries are made and meet deadlines in respect to this to avoid late fees.
- Provide outstanding development opportunities within the Pathway through collaborative planning for progress, peer work scrutiny and sharing good practice, so that colleagues' day to day teaching is at least good in respect to their practice and leads to rapid and sustained progress for students.

### Crew/Coaching

- Under the guidance of the Headteacher and Centre Manager, implement CREW sessions with a focus on well-being, health and community.
- Lead on the development on aspects of PSHE
- Develop a culture of community and participation of all
- Meet key stage expectations with regards to personal development and future steps

### Corporate Responsibilities

- The Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment
- To pursue and promote the achievement and integration of diversity and equality of opportunity throughout the Trust
- To plan, monitor and review health and safety within areas of personal control
- To participate in the Trust's Professional Development Review process and engage in continuous professional development and networking to ensure that professional skills and knowledge are up to date
- To maintain high professional standards of attendance, punctuality, appearance, conduct and positive, courteous relations with students, parents, and colleagues

### Additional Notes

- The job purpose and key statements remain indicative and by no means exclusive. Given the evolving needs of the Trust, flexibility among staff is very important. All staff may be required to undertake other such reasonable duties as may be required from time to time in line with the grade of their post.
- An Enhanced DBS Check will be requested on successful application to a position at the Trust.

## Person Specification

Qualifications and CPD	Essential	Desirable
First degree or equivalent.	X	
DfE recognised qualified teacher status/Qualified Teacher Learning and Skills.	X	
Evidence of participation in recent relevant Continuing Professional Development relevant to a middle leadership post.		X
Experience, Knowledge and Skills	Essential	Desirable
A track record of being a good and outstanding classroom practitioner with the ability to model teaching and learning across the Academy.	X	
Successful and proven track record of leading a teaching and learning initiative with a demonstrable impact on school improvement	X	
Experience of analysing and interpreting assessment data to ensure effective student progress, raise standards and achieve outstanding pupil outcomes.	X	
Experience of supporting all aspects of inclusion to successfully meet the needs of pupils with complex special educational, social and emotional needs.	X	
Excellent classroom teacher with the ability to reflect on lessons and continually improve their own practice.	X	
Knowledge, skills and understanding of the impact of SEMH and trauma on students' learning and behaviour, and successful strategies to overcome learning barriers	X	
Knowledge and high-quality detailed practice of one or more subjects to GCSE level in the secondary curriculum	X	
Full working knowledge of the National Curriculum requirements for English	X	
Excellent interpersonal and communication skills, and the ability to form strong relationships with all stakeholder groups	X	
An understanding of a range of special needs, especially SEMH, ASD, ADHD and SpLD.		X
Up-to-date knowledge of specialised curriculum for young people with SEMH.		X
An understanding of expeditionary learning or project-based learning.		X
Evidence of recent and up to date research		X
Ability to accurately self-evaluate and reflect on practice	X	
Personal Attributes	Essential	Desirable
Personal and professional resilience in the face of challenging situations.	X	
Self-motivated, productive, diligent and thorough.	X	
Commitment to an open, collaborative style of management.	X	
Commitment to own personal and professional development and that of all staff.	X	
Commitment to best practice in the safeguarding of vulnerable young people.	X	

A professional commitment to promoting inclusion, diversity and access for all students	X	
Excellent communication skills in a variety of media to a range of audiences including students, parents/carers, colleagues, external agencies and the wider school community.	X	
A commitment to the vision, values, aims and objectives of Consilium Trust	X	
<b>English Fluency</b>		
Possessing a relevant qualification for the role attained as part of education in the UK or full taught in English by a recognized institution abroad	X	
Passing an English spoken language competency test or possessing a relevant spoken English qualification at CEFR Level B1 or above, taught in English by a recognized institution abroad.		X

